

DOCUMENT RESUME

ED 087 797

TM 003 420

AUTHOR Tobin, W. J.
TITLE Independent Evaluation Report. Mid-Columbia Regional Education Service Center The Dalles, Oregon, Title III ESEA (PL 89-10).
INSTITUTION Oregon State System of Higher Education, Monmouth. Teaching Research Div.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE May 70
NOTE 92p.
EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS Consultants; *Education Service Centers; Evaluation Criteria; *Evaluation Techniques; Instructional Media; Language Arts; Library Services; *Objectives; *Program Effectiveness; *Summative Evaluation; Vocational Education
IDENTIFIERS Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

This report describes the evaluation of the Regional Educational Service Center, which was established to develop and coordinate an improved curriculum in vocational education, instructional media, language arts, and library services. The evaluation objectives which provided the focus for the activities and related to each of the four subject areas are listed and the process by which these objectives were accumulated is recounted. Summaries of the data collection are provided. The activities included principal and teacher interviews, general questionnaires for all educators served by the Center and for all principals, questionnaires in each of the four subject areas, and a listing of the various classes, conferences, workshops, and training sessions conducted by the Center. The instruments used in the evaluation of the Center are in the Appendix. (NE)

ED 087797

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

AUG 15 1973

SCOPE OF INTEREST NOTICE

The ERIC Facility has assigned this document for processing to:

EA

TM

In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.

TM 003 420

INDEPENDENT EVALUATION REPORT

Mid-Columbia Regional
Education Service Center

W. J. Tobin
Project Director

May 1970

TEACHING RESEARCH

a Division of the Oregon State System of Higher Education

ED 087797

INDEPENDENT EVALUATION REPORT

Mid-Columbia Regional
Education Service Center - The Dalles, Oregon
Title III E.S.E.A. (PL 89-10)

W. J. Tobin
Project Director

Submitted by
Teaching Research, O.S.S.H.E.
Monmouth, Oregon

May 1970

TABLE OF CONTENTS

	Page
I Introduction	1
II Evaluation Objectives	1 - 2
III Evaluation Objectives Related to Vocational Education . . .	3
IV Evaluation Objectives Related to Library Services	3
V Evaluation Objectives Related to Instructional Media Services	4
VI Procedure	5
VII Summary of Evaluation Information	6
VIII Summary of Principal Interviews	14 - 18
IX Summary of Teacher Interviews	19 - 22
X Summary of General Questionnaire	23 - 27
XI Summary of General Questionnaire (Principals)	28 - 32
XII Summary of Vocational Education Questionnaire	33 - 37
XIII Summary of Language Arts Questionnaire	38 - 41
XIV Summary of Instructional Media Questionnaire	42 - 47
XV Summary of Library Questionnaire	48 - 52
XVI Classes and Activities	53 - 61
XVII Conclusion	62

APPENDIX

Appendix A - Principal Interview Questions	A - 1
Appendix B - Teacher Interview Questions	B - 1
Appendix C - Letter and General Questionnaire	C-1 - C-4
Appendix D - Letter and Vocational Questionnaire	D-1 - D-4
Appendix E - Letter and Instructional	E-1 - E-4
Appendix F - Letter and Language Arts Questionnaire	F-1 - F-4
Appendix G - Letter and Library Questionnaire	G-1 - G-4
Appendix H - Courses Offered	H-1 - H-3
Appendix I - 1970 Vocational Educational Field Trips	I - 1

TABLES

Table I - Data Collection Activities	7
Table II - Summary of Evaluation Objectives	8 - 9
Table III - Summary of Vocational Education Objectives . . .	10
Table IV - Summary of Library Objectives	11
Table V - Summary of Language Arts Objectives	12
Table VI - Summary of Instructional Media Objectives . . .	13

INDEPENDENT EVALUATION REPORT MID-COLUMBIA REGIONAL EDUCATION SERVICE
CENTER PROJECT

INTRODUCTION

The evaluation unit of Teaching Research, a division of the Oregon State System of Higher Education, is submitting this evaluation report as the summary event performance of a third-party evaluation on the Mid-Columbia Regional Education Service Center. This project is an outgrowth of a Title III project which established a Regional Educational Service Center for the purpose of coordinating and developing an improved curriculum for students within that geographic region. The Mid-Columbia Regional Education Service Center planned to fulfill this purpose by providing curriculum leadership personnel to stimulate innovations and to adapt innovations which would meet local needs in the areas of vocational education, instructional media, language arts, and library services.

This evaluation activity may be considered summative, in that it is an attempt to evaluate the success of that project to date.

Evaluation Objectives

The objectives to be evaluated were accumulated from two sources. The first was from the statement of objectives provided in the original proposal. The second source of objectives was developed through discussions with the project consultants who, in implementing the objectives, had provided some clarity of the original objectives over the time the project had been in operation. An attempt was made therefore, to not only specify or clarify the objectives in each of the project areas: vocational, instructional media, library services, and developmental reading or language arts services, but each consultant was also required to rank

these objectives so that some determination of priorities could be made. This examination of original project objectives seemed necessary since some of the original proposal objectives had changed slightly because of an internal evaluation process during the operation of the program and because of changes in project personnel. Also, many of the original objectives were rather broadly defined and more specific interpretations of them had become possible as the program was implemented.

Following this effort to expand, clarify, and establish a priority of objectives as related to the Mid-Columbia project, the following evaluation objectives were established to provide focus for evaluation activities:

1. To determine the approximate number of schools and individuals using the services provided by the Education Service Center.
2. To identify the Education Service Center activities and the number of persons involved in each of these activities.
3. To determine the extent of the involvement of the target population with the services provided by the Education Service Center.
4. To determine the attitudes of the participants in relationship to the Education Service Center consultants.
5. To assess the adequacy of the dissemination activities and the communication between Education Service Center consultants and the target population.
6. To determine the extent to which Education Service Center services are being used in the target districts.
7. To estimate the influence consultants have had on instruction.

Evaluation Objectives Related to Vocational Education.

Objectives of the evaluation designed to focus evaluation activities as related to the vocational education services of the Education Service Center were:

- (1) To determine the assistance provided to the target schools with respect to such areas as:
 - a) Planning and use of existing facilities
 - b) Curriculum development
 - c) Training of vocational counselors
 - d) Developing area vocational programs
 - e) Improving testing programs in the application of test information.
 - f) Developing work experience programs.
 - g) Providing instructional materials.
 - h) Formulating plans for cooperative instruction in guidance programs between schools.
 - i) Determining career counseling needs.
- (2) To identify the contribution vocational consultants have made to individual students attending target schools.

Evaluation Objectives Related to Library Services. In an attempt to evaluate library service activities of the Education Service Center, the following objectives were used to focus evaluation activities:

- (1) To determine the assistance provided the target schools by library consultants with respect to the following areas:
 - a) Analyzing existing library collections
 - b) Securing and maintaining basic collections of materials in school libraries
 - c) Developing library policies

- d) Planning use of libraries as teaching resources
 - e) Training library aides.
- (2) To examine the services provided by the Centralized Processing Center.
 - (3) To determine whether individual needs of students are being met by library services.

Evaluation Objectives Related to Language Arts Services. Evaluation activities related to the language arts services provided by the Education Service Center were focused as follows:

- (1) To determine the assistance provided the target schools by library consultants with respect to the following areas;
 - a) Individualized instruction
 - b) Improvement of students' self-images
 - c) Information to improve students' reading, writing, and thinking comprehension
 - d) Assistance in selecting and interpreting tests
- (2) To determine the assistance provided to individual students in the target schools.

Evaluation Objectives Related to Instructional Media Services. To focus the evaluation of the instructional media services of the Education Service Center the following evaluation objectives were apposit:

- (1) To determine the assistance provided target schools by the instructional media consultants with respect to the following areas:
 - a) Innovative use of A-V equipment and other educational media
 - b) Techniques of gaming and simulation

- c) Information regarding equipment and technological changes in media
- d) Production of films, film strips, overhead materials, etc.
- e) Planning instructional materials centers.

Procedure A. The evaluation objectives were implemented by conducting interviews with principals and teachers from the various counties and schools receiving assistance from the Education Service Center. Twelve principals and ten teachers were interviewed. A copy of the interview questionnaire used with principals is shown in Appendix A and a copy of the one used with teachers in Appendix B.

The purpose of the interviews was two-fold: (1) to gain some in-depth knowledge of the project so that questions could be formulated in the development of other instruments to be administered to the teachers and administrators in the counties and schools (2) to assess the general feelings and attitudes related to the projects.

B. A general questionnaire and Likert attitude instrument was designed and administered to the six-hundred and three persons comprising the total population of administrators, teachers, counselors, and librarians in target area schools served by the Education Service Center. A copy of this questionnaire and the accompanying letter are shown in Appendix C.

C. Four questionnaires (See Appendices D, E, F, and G) were designed and administered to a stratified random sample of teachers, counselors, and librarians who had communicated with the consultants from one of the four service divisions. The ninety-six persons comprising this sample were determined by their responses given to the general questionnaire. This enabled the evaluator to determine which members of

the sample had had direct involvement with consultants from the Education Service Center and the consultant with whom they had been involved.

D. The fourth source of evaluation information was made possible by examining artifacts such as records maintained by consultants and the project director in regard to activities, courses, pamphlets and newsletters distributed, previous evaluation activities, and other information relative to the Education Service Center.

Data collection activities were conducted between February 17, 1970, and April 15, 1970. Data analysis was completed by April 20, 1970, and the final report was delivered by May 1, 1970.

Summary of Evaluation Information.

Nine instruments or activities were employed in collecting evaluation data regarding the Mid-Columbia Regional Education Service Center Project. These activities are summarized in Table 1, which gives a code lettering system for each of these activities and the appropriate appendix for finding a copy of the instrument. Tables 2 through 6 provide a summary of the information obtained from the use of these nine procedures organized in terms of particular evaluation objectives. An examination of Table 2, for example, would provide the reader with information that, in regard to objective 1, items 3 and 4 of the principal interviews were used, item 7 of the teacher interviews was used, the introduction and part c of the general questionnaire for all participants and for principals was used, etc. A summary evaluation statement relevant to each evaluation objective is also given in Table 2 through 6.

Following this overview of the evaluation related to each of the objectives, focusing the evaluation effort is a summary of the information obtained by each of the nine evaluation procedures employed.

TABLE I

Data Collection Activities	Code	Appendix
1. Principal Interviews	PI	A
2. Teacher Interviews	TI	B
3. General Questionnaire (ALL)	GQ(A)	C
4. General Questionnaire (Principals)	GQ(P)	C
5. Vocational Questionnaire	VQ	D
6. Instructional Media Questionnaire	IMQ	E
7. Language Arts Questionnaire	LAQ	F
8. Library Questionnaire	LQ	G
9. Activities (supplied by consultant & director)	A	H,I

TABLE II
Summary of Evaluation Objectives

Objective	Instrument or Procedure	Related Response Items	Summary Evaluation Statement
1. To determine the approximate number of schools and individuals using the services provided by the Education Service Center.	PI TI GQ(A), GQ(P) VQ, LAQ, IMQ, LQ A	3, 4 7 Introduction, C Introduction, D ALL	At least 90% of the individuals are aware of services and approximately 60% of the target population has participated in the services.
2. To identify the Education Service Center activities and the number of persons involved in each of these activities.	PI TI VQ LHQ IMQ LQ A	9 4 I H J I ALL	These activities are listed in the activities section along with the number of participants.
3. To determine the extent of involvement of target population with the services provided by the Education Service Center.	PI TI GQ(A) GQ(P) VQ LAQ IMQ LQ	9, 10 3, 5 A, B A H G I H	The involvement of individuals can be best described by reference to the graph under question A of the General Questionnaire.
4. To determine the attitudes of the participants in relationship to the Education Service Center consultants.	PI TI GQ(A), GQ(P) VQ LAQ IMQ LQ	7, 10 5 D(1,3,5,7,8,16,18) B, G B B, E B	The majority of participants indicated good attitudes and helpful relationship with the consultants.
5. To assess the adequacy of the dissemination activities and communication between the Education Service Center consultants and the target population.	PI TI GQ(A), GQ(P) VQ, LAQ, IMQ, LQ A	1, 2, 10 1, 2, 6 D(2,6,13,15,21,22,23,25) A, C ALL	The dissemination activities and communication between the Education Center and target population was complete and well received.

TABLE II (continued)

Objective	Instrument or Procedure	Related Response Items	Summary Evaluation Statement
6. To determine the extent the Education Service Center services are being used in the target population.	PI TI GQ(A), GQ(P) VQ LAQ IMQ LQ	3, 6, 8 3, 8 D (4,10,11,14,20,25) E, G G G, I E, H	All responding districts indicated use of the Educational Center services.
7. To estimate the influence consultants have had on instruction.	PI TI GQ(A), GQ(P) VQ LAQ IMQ LQ	5, 7 3, 4, 5 D (9,12,17) B, E, F, I B, E, F, H B, E, F, G, J B, E, F, I	The Educational Center or consultants has been beneficial to the majority of teachers using the services provided by the O.C.C.I.

TABLE III
(Summary of Vocational Education Objectives)

Objective	Instrument or Procedure	Related Response Item	Summary Evaluation Statement
1. To determine the assistance provided the serving counties by the vocational consultants with respect to the following areas:			
a) Planning use of existing vocational facilities.	VQ	F(1,2)	Sixty-one percent of the individuals responding indicated some assistance provided.
b) Curriculum development	VQ	F(3)	Sixty-nine percent of the individuals responding indicated some assistance provided.
c) Training of school vocational programs	VQ	F(4)	Fifty-four percent of the individuals responding indicated some assistance provided.
d) Developing area vocational programs	VQ	E2, F7	Forty-five percent of the individuals responding indicated some assistance provided.
e) Improving testing programs and interpolating students test results	VQ	F, 5	Sixty-nine percent of the individuals responding indicated some assistance provided.
f) Developing work experience programs	VQ	F8, E2	Thirty-eight percent of the individuals responding indicated some assistance provided.
g) Providing A.V. materials	VQ	F6	Seventy-six percent of the individuals responding indicated some assistance provided.
h) Formulating proposals for cooperative instruction and guidance programs between schools	VQ	F7	Forty-six percent of the individuals responding indicated some assistance provided.
i) Determining career counseling needs.	VQ	F9, E5	Sixty-nine percent of the individuals responding indicated some assistance provided.
2. To identify the contribution the vocational consultants have made to individual students.	VQ	E(3,4) F(10,11,12)	The vocational consultant has spent a great deal of his time counseling and testing individual students. This has been the consultants number one priority and he has done a commendable job.

TABLE IV
(Summary of Library Objectives)

Objective	Instrument or Procedure	Related Response Item	Summary Evaluation Statement
3. To determine the assistance provided the serving counties by the library consultants with respect to the following areas:			
a) Analyzing existing library collections	LQ	E 1, F(1,8)	Eighty percent of the respondents indicated some assistance provided.
b) Securing and maintaining basic collections of materials in the school libraries	LQ	E 2, F 2	Eighty percent of the respondents indicated some assistance provided.
c) Developing library policies	LQ	F(3,6)	Eighty percent of the respondents indicated some assistance provided.
d) Planning the use of libraries as a teaching resource	LQ	F(4,7)	Ninety percent of the respondents indicated some assistance provided.
e) Training library aides	LQ	F5,G	Sixty-four percent of the respondents indicated some assistance provided.
4. To determine the service provided by the Centralized Processing Center	LQ	E 3	Forty-two percent of the respondents indicated the Centralized Processing Center provided a useful service.
5. To determine if the individual needs of the students are being satisfactorily met by the library services.	LQ	E 4, F 7	Seventy percent of the respondents felt that the needs of the students were being met by the library consultant

TABLE V
(Summary of Language Arts Objectives)

Objective	Instrument Related or Procedure Item	Summary Evaluation Statement
6. To determine the assistance provided the serving counties by the language arts consultants with respect to the following areas:		
a) Providing individualized instruction	LAQ F 1	All individuals responding indicated some assistance provided. Eighty-two percent of the individuals responding indicated some assistance provided.
b) Improving students self-image	LAQ F 2	Approximately seventy-five percent of the individuals responding indicated some assistance.
c) Providing information to increase students reading, writing and thinking comprehension	LAQ F(3,4,5,8)	Seventy-nine percent of the individuals responding indicated some assistance provided.
d) Assisting in selection and interpretation of testing	LAQ F(6,7)	Sixty-five percent of the return questionnaires indicated the assistances provided the students were beneficial.
7. To determine the assistances provided the individual student by the language arts consultants.	LAQ E(2,3)	

TABLE VI
(Summary of Instructional Media Objectives)

Objective	Instrument Related or Procedure Item	Summary Evaluation Statement
8. To determine the assistance provided the serving countries by the instructional media consultants with respect to the following areas:		
a) Innovative use of AV equipment and educational media	IMQ F(1,2,6)	Eighty-five percent of the respondents indicated some assistance provided.
b) Techniques of gaming and simulation	IMQ F 3	Sixty-one percent of the respondents indicated some assistance provided.
c) Providing information regarding equipment and technological changes in media	IMQ F(4,8) F(1,2)	Approximately seventy percent of the respondents indicated some assistance provided.
d) Production of films, filmstrips, etc.	IMQ F 7	All the respondents indicated some assistance provided.
e) Planning instructional materials centers or libraries	IMQ F 5, G 3	Fifty-four percent of the respondents indicated some assistance provided.

SUMMARY OF PRINCIPAL INTERVIEWS

NUMBER = 12

Information related to each of the items on the principal interviews as shown in Appendix A is provided in this section of the report.

I. "How was the project first brought to your attention?"

- A. Six principals indicated they were aware of project from inception due to information disseminated from O.C.C.I. office.
- B. Four principals stated it was made available to them through administrative hierarchy.
- C. Two principals indicated the project was operational when they came to the district.

II. "How is dissemination brought about?"

- A. The majority of principals indicated teachers came to them for help and they contacted the consultants concerning help they could provide the teachers.
- B. Also the principals indicated teachers used the consultants in the following:
 - 1. College Classes indicated a great value.
 - 2. Large and small inservice programs conducted in the schools.
 - 3. Monthly newsletters helped let teachers know what consultants could provide.
 - 4. Consultants make periodic visits, but not necessarily scheduled visits.
- C. Principals indicated very prompt service when they called consultants and also when teachers became acquainted with consultants the teachers would call directly.

III. "Have any of your teachers used the consultants?" "Do you have any idea what percent?"

- A. All administration interviewed indicated some of their teachers had used the consultants.
- B. The principals in the elementary schools indicated between 25% and 50% of their teachers had actual personal (one to one) contact with consultants. The high school principals would not estimate a percentage of involvement.
- C. All individuals stated between 80% and 100% of their teachers knew about the project and/or participated to some extent.

IV. "What areas have used the consultants?"

- A. Of all the individuals interviewed:
 - 1. Ten indicated the use of the reading consultants.
 - 2. Eight indicated the use of the instructional media consultants.
 - 3. Six indicated the use of the library consultants.
 - 4. Four indicated the use of the vocational consultants.

V. "What is the effectiveness of the consultants in your school?"

- A. All administrators but one indicated the consultants have been beneficial and contributed to the instruction of the school. All were quite enthusiastic about the help which they received from the consultants. General statements made concerning the consultants were:
 - 1. "All my teachers feel very good about the consultants."
 - 2. "They have been very effective."
 - 3. "Generally teachers feel consultants to a good job."
 - 4. "The consultants had something to offer and teachers took advantage."

5. "Teachers are just beginning to make use of consultants as they should."

6. "This year (69-70) the attitude of teachers has been the best since the project started."

7. "They (consultants) work very well with students."

VI. "Are there any disadvantages that you have seen connected with the project?"

A. One principal indicated a negative response in stating "Sometimes, too much running around that is not necessary and is sponsored by the O.C.C.I."

B. The remaining principals could not see any disadvantages in their connection with the project.

C. A general statement in answer to the above question was that the districts involved could use more consultants and several principals indicated they were afraid they were monopolizing consultant services.

D. Two principals believed some of the teachers and principals felt threatened with the project, but none of the principals interviewed felt this way.

E. Three principals stated they would like to have consultants for two or three weeks instead of a daily basis.

VII. "Would you like to see the project re-funded by the districts?"

A. Eight individuals indicated they would like to see the project continued as is, or at least, to have some or similar services provided by the districts.

B. Four individuals indicated it should be continued, but should be funded by I.E.D. or in connection with I.E.D.

VIII. "What other areas would you like to have consultants for counseling?"

- A. Two principals indicated a need for a science and mathematics consultant at the elementary level.
- B. Two individuals stated that more emphasis in the vocational area, like motel management, salesmanship, etc.
- C. Three individuals felt the elementary schools have greater need for consultants than secondary.
- D. All remaining individuals indicated satisfaction with the present areas being served.

IX. "Describe the services that have been offered by the project?"

- A. The general services described by the administrators as being offered are the following:
 - 1. Personal consulting -- one to one.
 - 2. Classes being offered for credit.
 - 3. Inservice workshops.
 - 4. Evaluation of classroom instruction.
 - 5. Providing funds for sending teachers and principals to other districts for observations.
 - 6. Designing courses and use of libraries.
 - 7. Providing and interpreting testing material.
 - 8. Designing bulletin boards, use of film strips, and ordering of materials.
 - 9. Help with individual children in reading.
 - 10. Development of vocational education programs.

X. "Do the consultants help to make their programs self-perpetuating?"

A. All individuals indicated they thought this was a strong characteristic of the project and that at least some of the work the consultants helped begin would continue.

B. Several principals indicated that in some instances credit for a program was provided by consultants indirectly and the administration took the credit.

SUMMARY OF TEACHER INTERVIEWS
NUMBER = 10

Information related to each of the items on the teacher interview as shown in Appendix B is provided in this section of the report.

I. "How was the project first brought to your attention?"

- A. Five teachers indicated that they received information from the principals.
- B. Four teachers indicated that they received information directly from consultants.
- C. One teacher stated she learned of project through the O.C.C.I. newsletter.

II. "How was communication made with the consultant?"

- A. Five individuals indicated they contacted principals and principals contacted consultants the first time. From this time on teachers contacted consultants directly.
- B. All teachers indicated contact with consultants was made in the following ways:
 - 1. Personal (one to one).
 - 2. Courses taken.
 - 3. Telephone communications.
- C. General comments in regard to this question were:
 - 1. "Contacts have always been helpful and were directed in a personal way."
 - 2. "The consultants are easy to communicate with."
 - 3. "The consultants go out of their way to make sure my needs were being met."

III. "Have you used ideas given by the consultant in your class? Explain."

A. All the individuals interviewed reported some use in the classroom.

B. Of the teachers interviewed:

1. Three used Library Consultant
2. Five used Language Arts Consultant
3. Four used Instructional Media Consultant

C. General responses from the individuals were:

1. "Now have greater use of AV materials."
2. "Through O.C.C.I., I was able to bring my teaching up to date."
3. "The self-enhancing education was very valuable."
4. "I am much more aware of my own self concept and more conscious of the needs of the individual child."
5. "The consultants are very free with their time."

IV. "Have you taken any courses offered by consultant? Were they beneficial?"

A. Six teachers reported having taken courses and all were satisfied with the course content.

B. Two individuals reported taking no courses.

V. "Do you think the project has been beneficial to the district?"

A. All but one individual felt the project had been beneficial. One individual felt the money used by the project could be used in a specific area in his district more effectively.

B. General responses are indicated below.

1. "Teachers' classes were available and helpful."
2. "Individualization of material for students was very helpful."

3. "Changing teacher attitudes or methods used in the classroom as well as handling of each student is beneficial."
4. "Most of the teachers have taken some of the classes offered and all the teachers are aware of the services offered."
5. "I feel more conscious of the needs of the individual child."

VI. "Have the consultants been available when needed?"

- A. The majority of individuals indicated the consultants were available on very short notice, usually one day. Some teachers indicated they sometimes had to wait a week for services. The first two years of the project, consultants were more available than remaining year, due to consultants' heavy schedule.
- B. Most individuals indicated the consultants were able to follow-up any activities that required further services.
- C. Two individuals reported that they felt consultants tried to get the teachers to do as much of the work as possible.
- D. One teacher felt the consultants were the best trained consultants they could offer.

VII. "Have the consultants counseled anybody besides teachers?"

- A. Six individuals indicated time spent with students. These persons also reported the consultants had good rapport with the students.
- B. Two individuals stated that consultants had some contact with parents, through classes, PTA and special conferences in school.
- C. Four teachers indicated that the consultants helped make the

school boards aware of the work they're doing.

VIII. "What are the disadvantages of the project?"

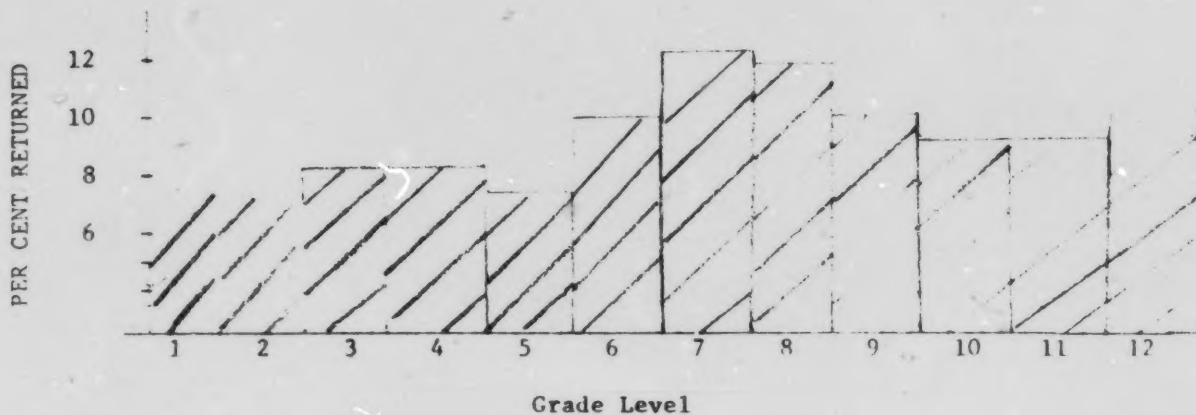
- A. Three individuals indicated the consultants were spread too thin.
- B. Two individuals stated they would like to have use of consultants over a specified length of time instead of only such a short time.
- C. Other responses by individuals were the following:
 - 1. "Consultants didn't force themselves on us."
 - 2. "I didn't know about it (project) soon enough."
 - 3. "Some of the teachers expected too much."
 - 4. "Need a full program that we can use instead of bits and pieces of information."
 - 5. "Not used enough in out back counties."
 - 6. "At first, some of the teachers felt threatened."
 - 7. "I did not like the approach of a sensitivity training team which was brought in by the project."

SUMMARY OF GENERAL QUESTIONNAIRE

A total of 603 General Questionnaires were distributed to all principals, teachers, counselors, and librarians in the area being served by the Education Service Center. Of the total questionnaires distributed, 360 or 60% were returned. Also, of the 44 elementary and high schools being served by the Education Service Center, 39 schools or 89 percent replied with at least three or more questionnaires.

The remaining summarization of data will include figures and percentages of only the total returned questionnaires from principals, teachers, counselors, and librarians.

The following graph displays the percentage of returned questionnaires in relationship to various grade levels.



Per Cent of Questionnaires Returned in Each Grade Level

- A. "Rate your involvement with the services provided by the Mid-Columbia Educational Center or O.C.C.I."

RatingsPercent Responding

Greatly

17

Somewhat

42

Little

26

None

15

- B. "If none, would you please indicate why O.C.C.I. was not of service to you."

The following comments were recorded by respondents:

1. Seven individuals indicated they had no occasion to use the services or they did not avail themselves of the center's services.
 2. Six individuals indicated they did not have time.
 3. Twelve individuals indicated they did not have any "services" for which they had any need, such as geography, mathematics, home economics, etc.
 4. Twelve individuals indicated they were not aware of specific services consultants could offer or what the consultants do.
 5. Two individuals indicated vague information as to the availability of the consultants.
 6. One individual indicated that the center was too far away.
- C. "Check the appropriate area(s) that indicates which consultant services you used."

AreaPercent Indicating Use

Language Arts

53

Vocational

12

Instructional Media

61

Library

24

D. In response to the attitude measure, the following percentage of reaction is recorded:

<u>Statements</u>	<u>Rating and Per Cent Responding</u>				
	Agree Strongly	Moderately Agree	Moderately Disagree	Disagree Strongly	No Opinion
1. The consultants were friendly and easy to communicate with.	72	20	1.4	0	6
2. The administration openly encouraged the staff to use the consultants.	54	26	4	.7	15
3. The consultants are very concerned about the children's interests.	56	23	1	0	20
4. The consultant services have been used extensively throughout the district.	12	32	12	2	41
5. The consultants I worked with are extremely knowledgeable about their particular area(s).	65	22	2	0	11
6. The consultant was always available when I needed him.	31	29	9	2	29
7. The consultants are well prepared when they present materials and ideas.	60	26	2	0	12
8. My needs were interpreted correctly by the consultants.	43	29	2	0	27

	Agree Strongly	Moderately Agree	Moderately Disagree	Disagree Strongly	No Opinion
9. I could not use the information given to me by the consultants in the classroom.	2	10	22	42	22
10. The consultants need to supply more formal classes.	6	19	11	11	52
11. I hope money could be provided to keep the Mid-Columbia Educational Center in operation.	59	19	1.5	2	18
12. The total school has benefited from the information provided by the consultants.	38	33	5	1	23
13. Once projects were started with the consultants help, they could be continued without further counseling by the consultants.	17	26	11	2	44
14. Many teachers are not aware of the services offered.	21	33	12	7	26
15. It is very hard to find time to meet with the consultants.	17	36	20	8	19
16. Encouragement to use different ideas was provided by the consultants.	42	36	2	1	19
17. I have achieved success with the new ideas given to me by the consultants.	25	45	2	1	29

	Agree Strongly	Moderately Agree	Moderately Disagree	Disagree Strongly	No Opinion
18. The consultants' advice was unrealistic.	2	3	20	52	23
19. I really don't know what my needs are so that I can use the consultants' services.	2	8	22	42	27
20. The Professional Library located at O.C.C.I. Headquarters in The Dalles was beneficial.	9	15	8	9	56
21. The consultant I worked with never followed up any described activities with periodic visits to my school.	4	11	16	28	41
22. Consultants should do more selling of their ideas by newsletters, pamphlets, and informational brochures.	11	21	16	19	35
23. A regular schedule of the consultant's time in my school would be very helpful.	34	34	8	1	23
24. The consultants need to supply more demonstration lessons.	22	31	9	4	34
25. The consultants were not available as long as I needed them.	3	7	19	29	42

SUMMARY OF GENERAL QUESTIONNAIRE (PRINCIPALS)

One indication of success or failure of the Education Service Center lies with the reaction of principals. To determine this reaction, a separate analysis of the general questionnaire representing only principals' answers to the questions was compiled. A total of twenty-four principals returned questionnaires. This represents 60. percent of the total principals population. A summary of the answers to the questionnaire follows.

A. "Rate your involvement with the services provided by the O.C.C.I."

<u>Ratings</u>	<u>Percent Responding</u>
Greatly	43
Somewhat	57
Little	0
None	0

B. "Check the area(s) that indicates which consultant services you used."

<u>Area</u>	<u>Percent Indicating Use</u>
Language Arts	83
Vocational	48
Instructional Media	91
Library	78

C. The principals responded to the attitude measure as follows:

<u>Statements</u>	<u>Rating and Percent Responding</u>				
	Agree- Strong- ly	Moder- ately Agree	Moder- ately Disagree	Disagree Strong- ly	No Opinion
1. The consultants were friendly and easy to communicate with.	83	17	0	0	0
2. The administration openly en- couraged the staff to use the consultants.	78	22	0	0	0
3. The consultants are very con- cerned about the children's interests.	74	17	0	0	0
4. The consultant services have been used extensively throughout the district.	74	26	0	0	0
5. The consultants I worked with are extremely knowledgeable about their particular area(s).	74	26	0	0	0
6. The consultant was always available when I needed him.	35	57	4	4	0
7. The consultants are well pre- pared when they present materials and ideas.	70	26	4	0	0

Statements (cont.)Rating and Percent Responding

	Agree Strong- ly	Moder- ately Agree	Moder- ately Disagree	Disagree Strong- ly	No Opinion
8. My needs were interpreted correctly by the consultants.	52	31	0	0	17
9. I could not use the infor- mation given to me by the consultants, in the class- room.	0	4	17	39	39
10. The consultants need to supply more formal classes.	0	17	21	26	35
11. I hope money could be pro- vided to keep the Mid-Colum- bia Educational Center in operation.	65	26	0	0	9
12. The total school has benefited from the information provided by the consultants.	74	26	0	0	0
13. Once projects were started with the consultants help, they could be continued without further counseling by the con- sultants.	26	31	8	4	31

<u>Statements (cont.)</u>	<u>Rating and Percent Responding</u>				
	<u>Agree Strong-ly</u>	<u>Moder-ately Agree</u>	<u>Moder-ately Disagree</u>	<u>Disagree Strong-ly</u>	<u>No Opinion</u>
14. Many teachers are not aware of the services offered.	4	35	26	21	13
15. It is very hard to find time to meet with the consultants.	13	17	35	31	4
16. Encouragement to use different ideas was provided by the consultants.	61	21	0	4	13
17. I have achieved success with the new ideas given to me by the consultants.	35	35	0	0	31
18. The consultants' advice was unrealistic.	0	0	21	70	9
19. I really don't know what my needs are so that I can use the consultants' services.	0	0	17	70	13
20. The Professional Library located at O.C.C.I. Headquarters in The Dalles was beneficial.	13	17	30	13	26

<u>Statements (cont.)</u>	<u>Rating and Percent Responding</u>				
	Agree Strong- ly	Moder- ately Agree	Moder- ately Disagree	Disagree Strong- ly	No Opinion
21. The consultant I worked with never followed up any described activities with periodic visits to my school	9	13	9	52	17
22. Consultants should do more selling of their ideas by newsletters, pamphlets, and informational brochures.	9	9	22	26	31
23. A regular schedule of the consultant's time in my school would be very helpful.	26	26	22	4	22
24. The consultants need to supply more demonstration lessons.	9	43	17	9	22
25. The consultants were not available as long as I needed them.	13	13	13	52	9

SUMMARY OF VOCATIONAL EDUCATION QUESTIONNAIRE

A total of 24 questionnaires were distributed to individuals who had indicated "great" or "somewhat" involvement with the vocational consultant. These individuals were randomly selected from a list of counselors and teachers who returned the general questionnaire. A total of sixteen individuals of 67 percent of the total questionnaires distributed were returned. All percentages reported are based on the total number of questionnaires returned.

A. "Check the box that indicates from what source you learned about the project."

<u>Sources</u>	<u>Percent Responding</u>
1. Literature given me	43
2. Fellow teachers	43
3. Administration	57
4. Others	7
a. Consultant contacted	

B. "Check the phase that best represents the consultants' influence on your instruction."

<u>Phase</u>	<u>Percent Responding</u>
1. Extremely helpful	29
2. Helpful in most cases	50
3. Very few of their ideas were helpful	7
4. None of the assistance given would benefit me	14

C. "Check any of the following activities through which you gained assistance from the consultants. Rate the effect of each activity checked."

Activities	Ratings and Percent Responding to Each Rating				
	Very Effective			Not Effective	
	4	3	2	1	No Response
1. Personal Contact	64	0	0	0	36
2. Courses taken	21	36	0	0	43
3. Small group discussions	14	14	0	0	72
4. Staff workshops	21	29	0	0	50
5. Telephone communications	7	7	7	0	79
6. Newsletters	21	21	14	0	44

D. "To my knowledge the consultants have spent time counseling with the following persons related to my school."

<u>Persons</u>	<u>Percent Indicating Time Spent</u>
1. Teachers	64
2. Students	43
3. Administrators	86
4. Parents	7

E. "Check the appropriate response."

<u>Responses</u>	<u>Percent Responding Yes</u>
1. Have occupational course offerings been expanded or modified?	57
2. Has the consultant offered suggestions for instructing students in "job-finding" techniques?	43
3. Do the students seem to benefit from individual counseling by the consultants?	43
4. Has the consultant designed or discussed any procedures for evaluating the usefulness of student data in vocational counseling?	43

Responses	Percent Responding <u>Yes</u>
5. Has the consultant contributed to the school's career counseling needs?	64

F. "Rate the assistance given by the vocational education consultant on each of the following categories. Place one of the four ratings in the box provided."

<u>Categories</u>	<u>Ratings and Percent Responding</u>			
	Great Assist- ance	Moderate Assist- ance	Little Assist- ance	No Assist- ance
1. Planning use of existing vocational education facilities and equipment.	23	23	15	39
2. Planning for expansion of vocational education facilities and equipment.	23	23	23	31
3. Developing vocational education curricula.	8	46	15	31
4. Training vocational counselors	31	15	8	46
5. Interpreting tests used in vocational counseling.	23	31	15	31
6. Providing A.V. materials such as films, printed materials, etc., for individual schools.	38	15	23	24

	Great Assist- ance	Moderate Assist- ance	Little Assist- ance	No Assist- ance
7. Developing plans, e.g., vocational instructions, data processing, distributing of vocational information, etc., involving cooperation between two or more schools.	15	23	8	54
8. Developing work experience programs.	8	15	15	62
9. Determining career counseling needs.	31	15	23	31
10. Counseling with individual students.	32	15	15	38
11. Meeting as a resource person with interested student groups.	15	8	15	62
12. Implementing follow-up studies on students.	8	31	0	61

G. "If the consultant worked directly with your students, rate their reaction to him."

	Very Favorable			Non-Favorable	
	4	3	2	1	No Response
Percent Responding	23	8	8	1	61

- H. "Check the most appropriate response indicating the extent that information learned in workshops and classes taught by the consultants was used in your classroom."

	All	Most	Little	None	No Response
Percent Responding	0	54	15	23	8

- I. "List what you consider to be the greatest changes, if any, in your instruction which can be at least partly attributed to the Mid-Columbia Educational Services."

1. Three individuals indicated the individualization of materials and instruction.
2. Two individuals indicated the availability of teacher classes.
3. Remaining individuals indicated the following:
 - a. G.A.T.B. testing
 - b. Guidance help.
 - c. Expansion of vocational education training in county schools.
 - d. Changing of teacher attitudes and methods.

SUMMARY OF LANGUAGE ARTS QUESTIONNAIRE

A total of 24 questionnaires were distributed to individuals who had indicated "great" involvement with the language arts consultants. These individuals were randomly selected from a list of teachers who returned the general questionnaire. A total of eighteen individuals or 75% of the total questionnaires distributed were returned. All percentages are based on the total number of the questionnaires returned.

A. "Check the box that indicates from what source you learned about the project."

<u>Sources</u>	<u>Percent Responding</u>
1. Literature given me	41
2. Fellow teachers	24
3. Administration	77
4. Other	12
a) Inservice	
b) Consultant	

B. "Check the phase that best represents the consultants' influence on your instruction."

<u>Comments</u>	<u>Percent Responding</u>
1. Extremely helpful	35
2. Helpful in most cases	53
3. Very few of their ideas were helpful	12
4. None of the assistance given would benefit me	0

- C. "Check any of the following activities through which you gained assistance from the consultants. Rate the effect of each activity checked."

<u>Activities</u>	<u>Ratings and Percent Responding to Each Rating</u>				
	<u>Very effective</u>				<u>Not Effective</u>
	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>No Response</u>
1. Personal contact	53	41	0	0	6
2. Courses taken	35	18	6	0	41
3. Small group discussions	29	24	0	0	47
4. Staff workshops	0	47	6	0	47
5. Telephone communications	0	12	0	6	82
6. Newsletters	12	24	18	12	35
7. Other	12				88
a) Personal letters					

- D. "To my knowledge the consultants have spent some time counseling with the following persons related to my school."

<u>Persons</u>	<u>Percent Indicating Time Spent</u>
1. Teachers	100
2. Students	65
3. Administrators	71
4. Parents	24

- E. "Rate your impression of each of the following statements (SA - strongly agree, A - agree, D - disagree, SD - strongly disagree)."

<u>Statements</u>	<u>Ratings and Percent Responding</u>				
	<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>	<u>No Response</u>
L. Language arts instruction has been expanded or improved because of the consultant work.	24	77	0	0	0

	SA	A	D	SD	No Response
2. Consultants have followed up their diagnoses of students' language arts difficulties.	18	47	29	0	6
3. Counseling individuals or groups of students has been beneficial.	24	41	0	0	35

F. "Using the rating scale described on the right side of this page, rate the assistance given by the language arts consultants on each of the following categories by placing the appropriate number in each box."

<u>Categories</u>	<u>Ratings and Percent Responding</u>			
	<u>Great Assistance</u>	<u>Moderate Assistance</u>	<u>Little Assistance</u>	<u>No Assistance</u>
1. Providing individualized instruction.	18	71	12	0
2. Improving students' self-image (recognition of their own and other individual capabilities).	12	47	24	18
3. Increasing student competencies in creative writing, critical thinking, and interpretative reading.	35	29	24	12
4. Providing information to increase students' reading comprehension.	41	29	6	24
5. Providing information to extend students' vocabulary.	24	29	12	35
6. Providing a selection of tests or a testing program to ascertain levels of achievement of students	35	24	6	35
7. Assisting in the interpretation of test results.	35	35	0	29
8. Encouraging schools to provide adequate materials and equipment for the reading program.	29	29	24	18

- G. "Check the most appropriate response indicating the extent that information learned in workshops and classes taught by the consultants was used in your classroom."

	All	Most	Little	None	No Response
Percent Responding	6	71	21	0	2

- H. "List what you consider to be the greatest changes, if any, in your instruction which can be at least partly attributed to the Mid-Columbia educational services."

1. Three individuals indicated writing ability.
2. Two individuals indicated the following:
 - a. Teaching techniques.
 - b. Individualized reading program.
 - c. More use of programmed materials.
 - d. Better identification of learning difficulties.
3. Remaining individuals indicated the following:
 - a. Creation of critical thinking.
 - b. Spelling.
 - c. Reading instruction and class management.
 - d. Self-concepts and understanding of others.
 - e. Remedial reading program.
 - f. Approaches in word recognition.

SUMMARY OF INSTRUCTIONAL MEDIA QUESTIONNAIRE

A total of 24 questionnaires were distributed to individuals who had indicated "great" involvement with the instructional media consultant. These individuals were randomly selected from a list of teachers who returned the general questionnaire. A total of sixteen individuals or 67 percent of the total questionnaires distributed were returned. A summary of the data follows. All percentages reported are based on the total number of questionnaires returned.

- A. "Check the box that indicates from what source you learned about the project."

<u>Sources</u>	<u>Percent Responding</u>
1. Literature given me	14
2. Fellow teachers	21
3. Administration	86
4. Other	21
a. Inservice day	
b. Resource and material center	
c. Local paper	

- B. "Check the phase that best represents the consultants' influence on your instruction."

<u>Phases</u>	<u>Percent Responding</u>
1. Extremely helpful	29
2. Helpful in most cases	79
3. Very few of their ideas were helpful	7
4. None of the assistance given would benefit me	0

C. "Check any of the following activities through which you gained assistance from the consultants. Rate the effect of each activity checked."

<u>Activities</u>	<u>Ratings and Percent Responding</u>				
	<u>To Each Rating</u>				
	Very Effective	Not Effective	No Response		
	4	3	2	1	
1. Personal contact	29	43	7	0	21
2. Courses taken	36	43	0	0	21
3. Small group discussions	14	21	7	0	58
4. Staff workshops	7	29	7	0	57
5. Telephone	7	14	21	7	51
6. Newsletters	7	21	21	7	44

D. To my knowledge the consultants have spent some time counseling with the following persons related to my school.

<u>Persons</u>	<u>Percent Indicating Time Spent</u>
1. Teachers	79
2. Students	43
3. Administrations	57
4. Parents	21

E. "Rate your impression of each of the following statements (SA - strongly agree, A - agree, D - disagree, SD - strongly disagree)."

STATEMENTS

RATINGS AND PERCENT RESPONDING

1. Association with the instructional media consultants increased the possibility of greater learning in your classroom.
2. Association with the instructional media consultants provided the opportunity for greater use of media in your classroom.

SA	A	D	SD	No Response
14	64	7	7	8
29	50	14	7	0

F. "Using the rating scale described on the right side of this page, rate the assistance given by the instructional media consultant on the following categories by placing the appropriate number in the box provided."

CATEGORIES

RATINGS and PERCENT RESPONDING

1. Innovative use of AV equipment.
2. Innovative use of other educational media.
3. Techniques of gaming and simulation.
4. Providing technical information regarding equipment, i.e., maintenance costs.
5. Planning instructional materials centers or libraries.

Great Assistance	Moderate Assistance	Little Assistance	No Assistance
8	69	8	15
23	46	23	8
0	38	23	38
23	15	31	31
8	8	38	46

CATEGORIES

RATINGS and PERCENT RESPONDING

	Great Assistance	Moderate Assistance	Little Assistance	No Assistance
6. Providing individualized instructional programs through use of media.	8	8	38	46
7. Production of films, filmstrips, overhead materials, etc.	46	23	31	0
8. Providing information that keeps teachers abreast of technological changes in media utilization.	31	15	15	38

C. "Rate the effectiveness of the following activities developed by the instructional media consultant."

Activities

Ratings and Percent Responding to Each Rating

	Very Effective		Not Effective		No Response
	4	3	2	1	
1. Resources for instructional materials production.	15	46	31	0	8
2. Procedures and resources for maintenance and repair of equipment.	8	38	15	15	24
3. Media library resources.	23	15	46	8	8

- H. "Check the appropriate box that indicates the extent to which instructional media is used in your daily instruction."

	Use Whenever Possible	Use Very Little	Never Use
Percent Responding	87	14	0

- I. "Check the most appropriate response indicating the extent that information learned in workshops and classes taught by the consultants was used in your classroom."

	All	Most	Little	None	No Response
Percent Responding	0	79	14	7	0

- J. "List what you consider to be the greatest changes, if any, in your instruction which can be at least partly attributed to the Mid-Columbia educational services."

1. Five individuals indicated greater use of A.V. materials.
2. Three individuals indicated greater use of self-concept and communication skills information.
3. Two individuals stated use of materials for individualized instruction.
4. Remaining individuals indicated the following:
 - a. More flexible planning.
 - b. New ideas presented in classes.
 - c. Cataloging of materials.

- d. Better teacher-student communication.
- e. Effectiveness of Simulation-Gaming courses.
- f. Equipment servicing.

SUMMARY OF LIBRARY QUESTIONNAIRE

A total of 24 questionnaires were distributed to individuals who had indicated "great" or "somewhat" involvement with the library consultant. These individuals were randomly selected from a list of librarians and teachers who returned the general questionnaire. A total of eighteen individuals or 75% of the total questionnaires distributed were returned. All percentages are based on the total number of questionnaires returned.

A. "Check the box that indicates from what source you learned about the project."

	Percent Responding
1. Literature given me	53
2. Fellow teachers	18
3. Administration	78
4. Other	24

a. Two individuals stated consultants.

b. One individual stated news media.

B. "Check the phase that best represents the consultants' influence on your instruction."

Comments	Percent Responding
1. Extremely helpful	41
2. Helpful in most cases	41
3. Very few of their ideas were helpful	0
4. None of the assistance given would benefit me	6

- C. "Check any of the following activities through which you gained assistance from the consultants. Rate the effect of each activity checked."

Activities	Ratings and Percent Responding to Each				
	Rating				
	<u>Very Effective</u>		<u>Not Effective</u>		
	4	3	2	1	No Response
1. Personal contact	41	24	6	6	23
2. Courses taken	41	24	0	0	35
3. Small group discussions	18	24	0	6	52
4. Staff workshops	0	35	12	0	53
5. Telephone communications	6	24	0	6	64
6. Newsletters	12	29	6	6	47

- D. "To my knowledge the consultants have spent some time counseling with the following persons related to my school."

Persons	Percent Indicating Time Spent
1. Teachers	82
2. Students	29
3. Administrators	53
4. Parents	18

- E. "Rate your impression of each of the following statements: (SA - strongly agree, A - agree, D - disagree, SD - strongly disagree)."

Statements	Ratings and Percent Responding				
	SA	A	D	SD	No Response
1. The library analysis was beneficial.	42	29	0	0	29

	SA	A	D	SD	No Response
2. The library consultant has helped improve the utilization of the school library materials.	53	24	0	0	23
3. The centralized library processing center has provided a useful service to the District.		18	0	0	58
4. The consultants have helped in establishing library services which better meet the individual needs of students.	29	35	0	0	36

F. "Using the rating scale described on the right side of this page, rate the assistance given by the library consultant on each of the following categories by placing the appropriate number in the box."

Categories	Ratings and Percent Responding			
	Great Assist- ance	Moderate Assist- ance	Little Assist- ance	No Assist- ance
1. Analyzing existing collections and recommendations for improvement.	43	43	7	7
2. Planning, securing, and maintaining basic collections of materials in the school libraries.	36	14	29	21

	Great Assist- ance	Moderate Assist- ance	Little Assist- ance	No Assist- ance
3. Developing library policies.	36	29	14	21
4. Planning effective use of the library as a teaching resource.	57	36	7	0
5. Training library aides.	29	36	0	36
6. Promoting cooperative pro- grams with public library resources.	14	21	7	58
7. Developing a program of using the library as a means of helping students learn research skills.	29	43	7	21
8. Improving library facilities and equipment.	43	21	14	21

9. Other:

Individuals listed the following:

- a) Complete renovation of card catalogue.
- b) Developing centralized processing.

G. "Rate the effectiveness of the library aides trained by the library consultant."

	Ratings				
	Very Effective		Not Effective		
	4	3	2	1	No Response
Percent Responding	29	31	0	0	40

- H. "Check the most appropriate response indicating the extent that information learned in workshops and classes taught by the consultants was used in your classroom."

	All	Most	Little	None	No Response
Percent Responding	14	57	0	14	15

- I. "List what you consider to be the greatest changes, if any, in your instruction which can be at least partly attributed to the Mid-Columbia educational services."

1. Three individuals indicated a renewal of teaching methods.
2. Two individuals stated each of the following changes:
 - a. Availability of professional library.
 - b. Knowing how to read shelves for discards and what to do with old and worn classics.
3. Remaining individuals indicated the following:
 - a. Cataloguing
 - b. Pupils gain more experience in research and obtaining material.
 - c. Centralized processing
 - d. Library arrangement
 - e. Introducing new books at child's grade level.
 - f. Better materials

CLASSES AND ACTIVITIES

During the past four years, the Mid-Columbia Education Center has sponsored or directly taught 56 courses with an enrollment of 1443 teachers earning about 5,000 quarter hours of college credit. These courses have been offered in various locations throughout the counties being served by the Education Center. A list of courses offered, location, and enrollment is shown in Appendix II.

To demonstrate the activities the consultants completed, the following information was reported by the consultants.

One Language Arts Consultant Reported:

<u>Years Involved</u>	<u>Activity</u>	<u>Number & Type of Participant</u>	
2	Classes Taught (11)	205	Teachers
2 1/2	Demonstration Lessons (147)	169 3,945	Teachers Students
2 1/2	Workshops & In- service Meetings (24 Days)	1,217	Teachers
2 1/2	Faculty Meetings (35)	431 33	Teachers Principals
2 1/2	PTA Meetings (2)	?	Parents
2 1/2	Conferences	528 203 148	Teacher Principals Student
1	Conferences	8	Parents
1	Substitute Teaching	4 days	
1 1/2	Individual Tests	89	Students

Years InvolvedActivity

1

Helped Write Title I
Projects - (3)

One Language Arts Consultant Reported:

Years InvolvedActivityNumber & Kind
of Participant

2

Classes Taught
(9)

196

Teacher

1

Demonstrations
(4)

5

Teacher

85

Student

1

Workshops
(11)

170

Teacher

1

Staff Meetings
(3)

23

Teacher

1

PTA Meetings
(3)

100

Parents

1

Individual Read-
ing Tests

77

Student

1

Conferences

156

Teachers,
Principals,
Parents

One Library Consultant Reported:

1. Established a centralized library in Maupin Grade School - Trained and supervised two library aides.
2. Established centralized library Dufur Elementary School - Trained and supervised aide.
3. Re-organized library (re-cataloged and re-classified materials) at Mosier Elementary School - trained and supervised two aides.
4. Weeded collections in:

Arlington High School Library

Arlington Grade School Library

Mitchell High School Library

Dufur High School Library

Mesier Elementary School Library

5. Established centralized district processing center for the Dalles School District #12:

Interviewed and selected staff

Trained and supervised staff

Developed its policies and procedures

Wrote a manual of procedures for Center

6. Survey on Library Utilization. Follow-up by two in-service sessions at Condon High School and Fossil High School.
7. Assisted teachers in the selection of books at Wamic and Dufur Elementary Schools.
8. Developed a plan for the re-distribution of library materials for the Hood River County Schools.
9. Assistance in cataloging non-print materials to librarians at Spray, Arlington and Westside.
10. Trained library aides in District #12 in cataloging non-print materials - 1968 spring and summer - before Processing Center was established.
11. Developed library policies for Arlington School, Maupin Elementary School and Dufur.
12. Taught the following classes:
- Children's Literature
- Young Adults Services (Literature)
- Library Utilization

Introduction to cataloging and classification of Instructional Materials.

Introduction to Library Procedures (for school and public library aides).

13. Specifications for proposed joint school community library facility - Condon, Oregon.
14. Revised the library selection policy and philosophy for Condon School District.

One Instructional Media consultant reported the following activities for one year.

WORKSHOPS

1. General Media Workshop for new teachers--Arlington
2. Dufur V.T.R. Workshop
3. Cassett Workshop--Mosier
4. Maupin V.T.R. Workshop for grade school
5. Petersburg Introductory Workshop
6. St. Mary's V.T.R. Workshop
7. Moro Grade School V.T.R. Workshop
8. Wasco V.T.R. inservice
9. Coe-Parkstreet inservice introduction to radio
10. Coe-Parkstreet Tape Recorder Workshop
11. Coe-Parkstreet Overhead Projector Workshop
12. Rufus V.T.R. Workshop
13. Wahntonka V.T.R. Workshop
14. Parkdale V.T.R. Workshop
15. Chenowith Upper Elementary V.T.R. Workshop

16. Kindergarten A.V. inservice meeting, general
17. Simulation Games Workshops: Arlington, Fossil, Moro, Rufus, St. Mary's Wilson, Colonel Wright, Chenowith School District except Wahntonka, Parkdale, Tygh Valley.

SIMULATION/GAMES

1. Classroom Basketball
2. Marine Biology
3. Lost On The Moon
4. City Zoning Game
5. Education Career Game
6. Hotshot Express
7. Sailboat Race Game
8. Driver's License Game
9. Solving Water Problems
10. Taxi Game (localized for The Dalles)

TECHNICAL TECHNIQUES

11. Cartoon Techniques
12. Production Technique Series
13. Equipment Operation Series

INNOVATIONS ADOPTED

1. Re-modeling of Chenowith Upper Elementary Library to allow expansion of facilities to include all media.
2. Use of VTR for self-evaluation: Moro, Parkdale, Rufus, Chenowith Upper Elementary, Dufur, Maupin Grade School, Wasco County U. H. S. #1--Maupin, St. Mary's, Petersburg.

3. Use of simulations & games in classroom instruction: Maupin Grade School, Maupin High School, Tygh Valley, Wamic, Dufur, Sherman County High School, Moro, Rufus, Arlington, Fossil Grade School, Wheeler County High School, The Dalles Jr. High, Wilson Elementary, Dry Hollow Elementary, Colonel Wright Elementary, Chenoweth Primary, Chenoweth Elementary, Wahtonka High School, Mosier, Parkdale, Mid-Valley, West-Side, Cascade Locks.
4. Use of cassette recorders in classroom instruction: Coe-Parkstreet, Mosier.

The vocational consultant has contributed the following activities for one year:

1. Setting up training sessions in the administration and interpretation of the G.A.T.B. Test in the following schools:

The Dalles H. S.

Maupin H. S.

Dufur H. S.

Wheeler H. S.

Sherman H. S.

Wahtonka H. S.

Condon H. S.

2. Field Trips have been sponsored by the vocational consultant to various places; a partial list is shown in Appendix I.

MAJOR PUBLICATIONS OF THE MID-COLUMBIA EDUCATION CENTER

- | | |
|---|-----------|
| 1. Proposal for Mid-Columbia Educational Service Center | 53 pages |
| 2. A Study of Employment Opportunities, Human Resources and Vocational Education Resources of O.C.C.I. Region VII | 105 pages |

3. Creative Expression	91 pages
4. An analysis of Library Collections in Hood River	31 pages
5. An analysis of Library Collections in Condon	
6. An analysis of Library Collections in Arlington	
7. An analysis of Library Collections in Maupin	
8. An analysis of Library Collections in Sherman County	
9. Twelve Newsletters published bi-monthly during school year	
10. Oregon Authors of Books for Children	10 pages
11. Oregon Authors of Books for Children	47 pages
12. Proposed Mid-Columbia Occupational Skill Center	28 pages
13. A Survey of School Library Utilization	15 pages

Evaluation of Library Utilization in One High School

The following is a compilation of data gathered at one of the high schools being serviced by the Education Service Center in 1969 and the follow-up data gathered one year later. The purpose in each case was to determine to what extent library materials were being used. This evaluation was conducted by the library consultant from the Education Service Center.

Following the initial study, the staff explored means by which better use could be made of the library facilities and materials.

Interpretation of Activities

Reading/Writing was observed in connection with all types of materials.

Relaxation was interpreted as doing absolutely nothing (even napping!)

Visiting was identified as students carrying on conversations.

These may have been with regard to the work at hand, some assignment or no relationship whatever. In a brief moment of observation the purpose of the conversation was not discernable. However, when attitudes were observed, it can be assumed that these were, for the most part, just "visiting."

Listening In the 1969 observation this activity was the transcription from tape by a few shorthand students who were taking a class in the library. This class was under the direction of the librarian and was conducted for the most part on a self instructional basis.

<u>Usage</u>	<u>Percent Engaging in Each Item</u>	
	1969	1970
Periodicals	9	25
Newspapers	3	3
Card Catalog	1	2
Reference	2	25
Fiction	7	2
Texts	52	15
Class Notes	19	12
Non-Print	4	5
Other	4	5

Activity:

Reading/Writing	76	79
Relaxing	1	0
Visiting	17	14
Browsing	1	0
Listening	4	4
Typing	0	0
Viewing	0	0
Librarian Contact	1	4

Circulation:

Fiction	1	6
Non-Fiction	1	2
Non-Print	1	0
Periodicals	0	8
Pamphlets	0	2

The follow-up survey indicates that there was a substantial increase in the use of periodicals, newspapers and reference materials. There was a marked decrease in use of the library as a study hall.

Conclusions

In reviewing the collected evaluation data, it is the conclusion of this evaluation that this project has indeed, demonstrated effective use of the project staff in providing expert consultant services to meet the needs of the target population. A majority of the target population made use of the services provided by the center and responded favorably to the assistance provided. Of all the individuals interviewed and questionnaire responses, there were no negative responses made in regard to the Education Service Center. All the project objectives have been met with various degrees of success.

The reader is encouraged to read the summary report of each instrument used to gain an in-depth evaluation of the project. Many interesting and worthwhile comments are offered by those participating in this evaluation effort.

Stephen Daeschner
Research Instructor

APPENDICES

APPENDIX A

PRINCIPAL INTERVIEW QUESTIONS

1. How was the project first brought to your attention?
2. How is dissemination brought about?
3. Have any of your teachers used the consultants? Do you have any idea what percent?
4. What areas have used the consultants?
5. What is the effectiveness of the consultants in your school?
6. Are there any disadvantages that you see connected with the project?
7. Would you like to see the project refunded by the districts?
8. What other areas would you like to have consultants for counseling?
9. Describe the services that have been offered by the project?
10. Do the consultants help to make their programs self-perpetuating?

APPENDIX B

TEACHERS' INTERVIEW QUESTIONNAIRE

1. How was the project first brought to your attention?
2. How was communication made with the consultants?
3. Have you used ideas given by the consultant in your class? Explain.
4. Have you taken any courses offered by the consultants? Were they beneficial?
5. Do you think the project has been beneficial to the District?
6. Have the consultants been available when needed?
7. Have the consultants counseled anybody besides teachers?
8. What are the disadvantages of the project?

APPENDIX C

TO PRINCIPALS, TEACHERS, COUNCELORS, LIBRARIANS

TEACHING RESEARCH

DIVISION

OF THE

OREGON STATE SYSTEM OF HIGHER EDUCATION

Monmouth, Oregon
838-1220

Teaching Research, a Division of the Oregon State System of Higher Education, is engaged in a third party evaluation of the Mid-Columbia Educational Center or O.C.C.I. and we would appreciate your assistance in completing the attached instruments. The instruments should take only about five minutes of your time and will be of great value in evaluating the project.

Your answers will be completely confidential and used only for evaluating the quantity and quality of services provided by the Mid-Columbia Educational Center.

Please return the attached instruments to your building Principal by March 25th. Your cooperation is greatly appreciated.

Sincerely yours,

Stephen Daeschner

Stephen Daeschner
Research Instructor

Name _____

Grade level _____

Subject taught _____

School _____

Address _____

Rate your involvement with the services provided by the Mid-Columbia Educational Center or O.C.C.I.

Greatly Somewhat Little None

If none, would you please indicate why the O.C.C.I. was not of service to you.

Check the appropriate area(s) that indicates which consultant services you used.

- ☐ Language Arts
- ☐ Vocational
- ☐ Instructional Media
- ☐ Library

If you have had any use of the consultants services through classes, discussions, workshops, etc., or are familiar with their work, please respond to the following instruments.

INSTRUCTIONS

The statements on the following pages represent opinions dealing with the Mid-Columbia Educational Center.

Using the scale on the right side of each, would you please indicate the extent to which you either agree or disagree with each of these statements.

Please record your rating in the boxes preceeding each item.

EXAMPLE:

☒ 5 The instructions are brief and to the point.

	Scale Values
☐ The consultants were friendly and easy to communicate with.	☒ 5 Agree Strongly
☐ The administration openly encouraged that the staff use the consultants.	☐ 4 Moderately Agree
☐ The consultants are very concerned about the child's interests.	☐ 3 No Opinion
☐ The consultants services have been used extensively throughout the district.	☐ 2 Moderately Disagree
☐ The consultants I worked with are extremely knowledgeable about their particular area(s).	☐ 1 Disagree Strongly
☐ The consultant was always available when I needed him.	
☐ The consultants are well prepared when they have presented materials and ideas.	
☐ My needs were interpreted correctly by the consultants.	
☐ I could not use in the classroom the information given to me by the consultants.	
☐ The Consultants need to supply more formal classes.	

	Scale Values
☐ I hope money could be provided to keep the Mid-Columbia Educational Center in operation.	☐ 5 Agree Strongly
☐ The total school has benefited from the information provided by the consultants.	☐ 4 Moderately Agree
☐ Once projects were started with the consultants help, they could be continued without further counseling by the consultants.	☐ 3 No Opinion
☐ Many teachers are not aware of the services offered.	☐ 2 Moderately Disagree
☐ It is very hard to find time to meet with the consultants.	☐ 1 Disagree Strongly
☐ Encouragement to use different ideas was provided by the consultants.	
☐ I have achieved success with the new ideas given to me by the consultants.	
☐ The consultants advice was unrealistic.	
☐ I really don't know what my needs are so that I can use the consultants' services.	
☐ The Professional Library located at O.C.C.I. Headquarters in The Dalles was beneficial.	
☐ The consultant I worked with never followed up any described activities with periodic visits to my school.	
☐ Consultants should do more selling of their ideas by newsletters, pamphlets, and informational brochures.	
☐ A regular schedule of the consultant's time in my school would be very helpful.	
☐ The consultants need to supply more demonstration lessons	
☐ The consultants were not available as long as I needed them.	

APPENDIX D

April 3, 1970

Dear Mr. _____

Thank you for taking the time to complete the instruments concerning the OCCI or Mid-Columbia Educational Center Project requested earlier.

Various teachers have been randomly selected and requested to give further help in the evaluation of the vocational services. I am hopefully soliciting your cooperation in completing the following questionnaire. Because of the selection of only a few teachers, your response is urgently needed to receive an accurate evaluation of the services offered.

The purpose of this questionnaire is to gain specific knowledge concerning the assistance provided to you by the Vocational consultant. The completion of the questionnaire should take only about five minutes of your time. Please return the completed questionnaire in the self-addressed envelope by April 13. All information received will be held in complete confidence. Your cooperation is greatly appreciated.

Sincerely yours,

Stephen Daeschner
Research Instructor

SD:lv
Enclosure

MID-COLUMBIA EDUCATION CENTER QUESTIONNAIRE

1. Check the box that indicates from what source you learned about the project.

☐ Literature given me
☐ Fellow teachers
☐ Administration
☐ Other _____

2. Check the phase that best represents the consultants' influence on your instruction.

☐ Extremely helpful
☐ Helpful in most cases
☐ Very few of their ideas were helpful
☐ None of the assistance given would benefit me

3. Check any of the following activities through which you gained assistance from the consultants. Rate the effect of each activity checked.

	Very Effective	Not Effective
☐ Personal contact	---4-----3-----2-----1---	
☐ Courses taken	---4-----3-----2-----1---	
☐ Small group discussions	---4-----3-----2-----1---	
☐ Staff workshops	---4-----3-----2-----1---	
☐ Telephone communications	---4-----3-----2-----1---	
☐ Newsletters	---4-----3-----2-----1---	
☐ Other (please name) _____	---4-----3-----2-----1---	

4. To my knowledge the consultants have spent some time counseling with the following persons related to my school.

☐ Teachers ☐ Students ☐ Administrators ☐ Parents

5. Check the appropriate response.

	Yes	No
a) Have occupational course offerings been expanded or modified?	___	___
b) Has the consultant offered suggestions for instructing students in "job-finding" techniques?	___	___
c) Do the students seem to benefit from individual counseling by the consultants?	___	___
d) Has the consultant designed or discussed any procedures for evaluating the usefulness of student data in vocational counseling?	___	___
d) Has the consultant contributed to the school's career counseling needs?	___	___

6. Rate the assistance given by the vocational education consultant on each of the following categories. Place one of the four ratings in the box provided.

☐ a) Planning use of existing vocational education facilities and equipment	☒ 4 Great assistance
☐ b) Planning for expansion of vocational education facilities and equipment	☐ 3 Moderate assistance
☐ c) Developing vocational education curricula	☐ 2 Little assistance
☐ d) Training vocational counselors	☐ 1 No assistance
☐ e) Interpreting tests used in vocational counseling	
☐ f) Developing plans, e.g., vocational instruction, data processing, distributing of vocational information, etc., involving cooperation between two or more schools	
☐ g) Developing work experience programs	
☐ h) Providing A.V. materials such as films, printed materials, etc., for individual schools	
☐ i) Determining career counseling needs	
☐ j) Counseling with individual students	

☐ k) Meeting as a resource person with interested student groups

☐ l) Implementing follow-up studies on students

☐ m) Other (please name) _____

☐ 4 Great assistance

☐ 3 Moderate assistance

☐ 2 Little assistance

☐ 1 No assistance

7. If the consultant worked directly with your students, rate their reaction to him.

--4-----3-----2-----1--

Very Favorable

Non-Favorable

8. Check the most appropriate response indicating the extent information learned in workshops and classes taught by the consultants was used in your classroom.

_____ All _____ Most

_____ Little _____ None

9. List what you consider to be the greatest changes, if any, in your instruction which can be at least partly attributed to the Mid-Columbia educational services.

APPENDIX E

April 3, 1970

Dear _____:

Thank you for taking the time to complete the instruments previously requested of you concerning the OCCi or Mid-Columbia Educational Center Project.

Various teachers have been randomly selected and requested to give further help in the evaluation of the instructional media area. I am hopefully soliciting your cooperation in completing the following enclosed questionnaire. Because of the selection of only a few teachers, your response is urgently needed to obtain an accurate evaluation of the services offered.

The purpose of this questionnaire is to gain specific knowledge concerning the assistance provided to you by the Instructional Media consultant. The completion of the questionnaire should take only about five minutes of your time. Please return the completed questionnaire in the self-addressed envelope by April 13. All information received will be held in complete confidence. Your cooperation is greatly appreciated.

Sincerely yours,

Stephen Daeschner
Research Instructor

SD:lv
Enclosure

NAME: _____

MID-COLUMBIA EDUCATION CENTER QUESTIONNAIRE

1. Check the box that indicates from what source you learned about the project.

____ Literature given me
____ Fellow teachers
____ Administration
____ Other _____

2. Check the phase that best represents the consultants' influence on your instruction.

____ Extremely helpful
____ Helpful in most cases
____ Very few of their ideas were helpful
____ None of the assistance given would benefit me

3. Check any of the following activities through which you gained assistance from the consultants. Rate the effect of each activity checked.

	Very Effective	Not Effective
____ Personal contact	---4-----3-----2-----1---	
____ Courses taken	---4-----3-----2-----1---	
____ Small group discussions	---4-----3-----2-----1---	
____ Staff workshops	---4-----3-----2-----1---	
____ Telephone communications	---4-----3-----2-----1---	
____ Newsletters	---4-----3-----2-----1---	
____ Other (please name) _____	---4-----3-----2-----1---	

4. To my knowledge the consultants have spent some time counseling with the following persons related to my school.

____ Teachers ____ Students ____ Administrators ____ Parents

BEST COPY AVAILABLE

5. Rate your impression of each of the following statements (SA - strongly agree, A - agree, D - disagree, SD - strongly disagree).

Association with the instructional media consultants increased the possibility of greater learning in your classroom.

Association with the instructional media consultants provided the opportunity for greater use of media in your classroom.

SD	D	A	SA

6. Using the rating scale described on the right side of this page, rate the assistance given by the instructional media consultant on the following categories by placing the appropriate number in the box provided.

- | | |
|---|--|
| ☐ a) Innovative use of AV equipment | ☐ 4 Great assistance |
| ☐ b) Innovative use of other educational media | ☐ 3 Moderate assistance |
| ☐ c) Techniques of gaming and simulation | ☐ 2 Little assistance |
| ☐ d) Providing technical information regarding equipment, i.e., maintenance and costs | ☐ 1 No assistance |
| ☐ e) Planning instructional materials centers or libraries | |
| ☐ f) Providing individualized instructional programs through use of media | |
| ☐ g) Production of films, filmstrips, overhead materials, etc. | |
| ☐ h) Providing information that keeps teachers abreast of technological changes in media utilization | |

7. Rate the effectiveness of the following activities developed by the instructional media consultant:

- | | Very Effective | Not Effective |
|---|-------------------------|---------------|
| a) Resources for instructional materials production | --4-----3-----2-----1-- | |
| b) Procedures and resources for maintenance and repair of equipment | --4-----3-----2-----1-- | |
| c) Media library resources | --4-----3-----2-----1-- | |

8. Check the appropriate box that indicates the extent to which instructional media is used in your daily instruction.

___ Use whenever possible

___ Use very little

___ Never use

9. Check the most appropriate response indicating the extent information learned in workshops and classes taught by the consultants was used in your classroom.

___ All

___ Most

___ Little

___ None

10. List what you consider to be the greatest changes, if any, in your instruction which can be at least partly attributed to the Mid-Columbia educational services.

APPENDIX F

April 3, 1970

Dear _____:

Thank you for taking the time to complete the instruments concerning the OCCI or Mid-Columbia Educational Center Project requested of you earlier.

Various teachers have been randomly selected and requested to give further help in the evaluation of the language arts area, and your name was chosen. I am hopefully soliciting your cooperation in completing the enclosed questionnaire. Because of the selection of only a few teachers, your response is urgently needed to obtain an accurate evaluation of the services offered.

The purpose of this questionnaire is to gain specific knowledge concerning the assistance provided to you by the Language Arts consultants. The completion of the questionnaire should take only about five minutes of your time. Please return the completed questionnaire in the self-addressed envelope by April 13. All information received will be held in complete confidence. Your cooperation is greatly appreciated.

Sincerely yours,

Stephen Daeschner
Research Instructor

SD:lv
Enclosure

NAME: _____

MID-COLUMBIA EDUCATION CENTER QUESTIONNAIRE

1. Check the box that indicates from what source you learned about the project.

____ Literature given me
____ Fellow teachers
____ Administration
____ Other _____

2. Check the phrase that best represents the consultants' influence on your instruction.

____ Extremely helpful
____ Helpful in most cases
____ Very few of their ideas were helpful
____ None of the assistance given would benefit me

3. Check any of the following activities through which you gained assistance from the consultants. Rate the effect of each activity checked.

	Very Effective	Not Effective
____ Personal contact	---4-----3-----2-----1---	
____ Courses taken	---4-----3-----2-----1---	
____ Small group discussions	---4-----3-----2-----1---	
____ Staff workshops	---4-----3-----2-----1---	
____ Telephone communications	---4-----3-----2-----1---	
____ Newsletters	---4-----3-----2-----1---	
____ Other (please name) _____	---4-----3-----2-----1---	

4. To my knowledge the consultants have spent some time counseling with the following persons related to my school.

____ Teachers ____ Students ____ Administrators ____ Parents

5. Rate your impression of each of the following statements (SA- strongly agree, A - agree, D - disagree, SD - strongly disagree).

Language arts instruction has been expanded or improved because of the consultant work.

Consultants have followed up their diagnoses of students' language arts difficulties.

Counseling individuals or groups of students has been beneficial.

SD	D	A	SA

6. Using the rating scale described on the right side of this page, rate the assistance given by the language arts consultants on each of the following categories by placing the appropriate number in each box.

- | | |
|--|---|
| ☐ a) Providing individualized instruction | ☒ 4 Great assistance |
| ☐ b) Improving students' self-image (recognition of their own and other individual capabilities) | ☒ 3 Moderate assistance |
| ☐ c) Increasing student competencies in creative writing, critical thinking, and interpretative reading | ☒ 2 Little assistance |
| ☐ d) Providing information to increase students' reading comprehension | ☒ 1 No assistance |
| ☐ e) Providing information to extend students' vocabulary | |
| ☐ f) Providing a selection of tests or a testing program to ascertain levels of achievement of students | |
| ☐ g) Assisting in the interpretation of test results | |
| ☐ h) Encouraging schools to provide adequate materials and equipment for the reading program | |
| ☐ i) Other (please explain) _____ | |

7. Check the most appropriate response indicating the extent information learned in workshops and classes taught by the consultants was used in your classroom.

_____ All	_____ Most
_____ Little	_____ None

- 7
8. List what you consider to be the greatest changes, if any, in your instruction which can be at least partly attributed to the Mid-Columbia educational services.

APPENDIX G

April 3, 1970

Dear _____:

Thank you for taking the time to complete the instruments concerning the OCCU or Mid-Columbia Educational Center Project requested of you earlier.

Various teachers have been randomly selected and requested to give further help in the evaluation of the library services. I am hopefully soliciting your cooperation in completing the enclosed questionnaire. Because of the selection of only a few teachers, your response is urgently needed to obtain an accurate evaluation of the services offered.

The purpose of this questionnaire is to gain specific knowledge concerning the assistance provided to you by the Library consultant. The completion of the questionnaire should take only about five minutes of your time. Please return the completed questionnaire in the self-addressed envelope by April 13. All information received will be held in complete confidence. Your cooperation is greatly appreciated.

Sincerely yours,

Stephen Daeschner
Research Instructor

SD:lv
Enclosure

NAME: _____

MID-COLUMBIA EDUCATION CENTER QUESTIONNAIRE

1. Check the box that indicates from what source you learned about the project.

____ Literature given me
____ Fellow teachers
____ Administration
____ Other _____

2. Check the phase that best represents the consultants' influence on your instruction.

____ Extremely helpful
____ Helpful in most cases
____ Very few of their ideas were helpful
____ None of the assistance given would benefit me

3. Check any of the following activities through which you gained assistance from the consultants. Rate the effect of each activity checked.

	Very Effective	Not Effective
____ Personal contact	---4-----3-----2-----1---	
____ Courses taken	---4-----3-----2-----1---	
____ Small group discussions	---4-----3-----2-----1---	
____ Staff workshops	---4-----3-----2-----1---	
____ Telephone communications	---4-----3-----2-----1---	
____ Newsletters	---4-----3-----2-----1---	
____ Other (please name) _____	---4-----3-----2-----1---	

4. To my knowledge the consultants have spent some time counseling with the following persons related to my school.

____ Teachers ____ Students ____ Administrators ____ Parents

5. Rate your impression of each of the following statements (SA - strongly agree, A - agree, D - disagree, SD - strongly disagree):

The library analysis was beneficial.

The library consultant has helped improve the utilization of the school library materials.

The centralized library processing center has provided a useful service to the District.

The consultants have helped in establishing library services which better meet the individual needs of students.

SD	D	A	SA

6. Using the rating scale described on the right side of this page, rate the assistance given by the library consultant on each of the following categories by placing the appropriate number in each box.

☐ a) Analyzing existing collections and recommendations for improvement

☐ 4 Great assistance

☐ 3 Moderate assistance

☐ b) Planning, securing, and maintaining basic collections of materials in the school libraries

☐ 2 Little assistance

☐ 1 No assistance

☐ c) Developing library policies

☐ d) Planning effective use of the library as a teaching resource

☐ e) Training library aides

☐ f) Promoting cooperative programs with public library resources

☐ g) Developing a program of using the library as a means of helping students learn research skills

☐ h) Improving library facilities and equipment

☐ i) Other (please explain) _____

7. Rate the effectiveness of the library aides trained by the library consultant.

-----4-----3-----2-----1-----

Very Effective

Not Effective

8. Check the most appropriate response indicating the extent information learned in workshops and classes taught by the consultants was used in your classroom.

___ All

___ Most

___ Little

___ None

9. List what you consider to be the greatest changes, if any, in your instruction which can be at least partly attributed to the Mid-Columbia educational services.

APPENDIX H

COLLEGE CREDIT COURSES FUNDED
by
MID-COLUMBIA EDUCATION CENTER

<u>Course No.</u>	<u>Course Title</u>	<u>Location</u>	<u>Instructor</u>	<u>Enroll</u>
Ed. 508	Social Studies Curriculum	The Dalles	Smith	40
Ed. 508	Self-Enhancing Education	The Dalles	Randolph	60
Ed. 508	Social Studies Curriculum	The Dalles	Ouchi	30
Ed. 508	Words in Color	Arlington		15
Ant. 407G	Anthropology in the S.S. Curriculum	The Dalles	Welcott	25
Ed. 436	Preparation of A.V. Aids	Grass Valley	Harmon	22
Ed. 410	Methods and Materials in L.A.	Maupin	Orton	20
Ed. 507	Supervision for Cooperating Teachers	The Dalles	Hallberg	30
Ed. 451	Children's Literature	The Dalles	Hudon	28
Ed. 486	Occupational Information	Maupin	Lacy	12
Ed. 508	Inquiry Development	The Dalles	Miller	25
Ed. 436	Preparation of A.V. Aids	Hood River	Harmon	23
Ed. 486	Occupational Information	Hood River	Lacy	25
Ed. 402-502	Self-Enhancing Education	Condon	Desmond	20
Ed. 407	New Careers in Education	Hood River	[Four state project]	60
Ed. 407	New Careers in Education	The Dalles		60
Ed. 402-502	Developing a self-concept	Moro	Desmond	25
Ed. 402-502	Developing a Self-Concept	Hood River	Orton	25
Ed. 508	Teaching in the Elementary School	The Dalles	Desmond	25
Ed. 436	Preparation of A.V. Aids	Dufur	Harmon	25
Lib. 555	Young Adult Library Services	The Dalles	Hudon	20
Ed. 508	Preparation of Educ. Objectives	Hood River	Warfield	44
Ed. 508	Group Process	The Dalles	Gunning	35

College Credit Courses Funded by Mid-Columbia Education Center

<u>Course No.</u>	<u>Course Title</u>	<u>Location</u>	<u>Instructor</u>	<u>Enroll</u>
Ed. 508	Library Utilization	The Dalles	Hudon	17
Ed. 436	Preparation of A.V. Aids	The Dalles	Harmon	20
Ed. 508	Creativity in Teaching	The Dalles	Woods	31
Ed. 508	Fenton Method in Social Studies	The Dalles	Marshall	30
Ed. 508	Curriculum Development in Occupational Educa.	Hood River	Lacy	30
Ed. 508	U. S. History, Simulation	The Dalles	Twelker	12
Ed. 436	Preparation of A.V. Aids	Condon	Harmon	16
Ed. 408-508	Inquiry Development	Moro	Jensen	10
Ed. 408-508	Inquiry Development	The Dalles	Smith	10
Ed. 469	Diagnostic Techniques in Reading	Fossil	Heagy	10
Ed. 469	Diagnostic Techniques in Reading	Tygh Valley	Heagy	35
Ed. 436	Preparation of A.V. Aids	Hood River	Harmon	23
Lib. 365	Cataloging of Instructional Materials	The Dalles	Hudon	45
	Conservation of Natural Resources	Moro		40
Ed. 508	Taba Method of Social Studies	Hood River	Finley	30
Ed. 436	Preparation of A.V. Aids	The Dalles	Harmon	17
Ed. 469	Diagnostic Techniques in Reading	Hood River	Heagy	18
Ed. 402-502	Communicative Skills	Moro	Orton	15
Ed. 508	Transformational Grammar	Condon	McGeachy	2
Ed. 508	Self-Enhancing Education	The Dalles	Randolph	10
Ed. 507	Individualizing Instruction in Lang. Arts	The Dalles	Orton	15
Ed. 508	Workshop: Use of New Reading Texts	The Dalles	Heagy	15
Ed. 402-502	Communication Skills	Fossil	Orton	15
Ed. 508	Language Arts Textbooks	Condon	Heagy	14

College Credit Courses Funded by Mid-Columbia Education Center

<u>Course No.</u>	<u>Course Title</u>	<u>Location</u>	<u>Instructor</u>	<u>Enroll</u>
Ed. 508	Utilizing a Comprehensive Testing Program	Dufur	Heagy	13
Ed. 507	Flander's Interaction Analysis	The Dalles	Fugate	25
Ed. 507	Simulation/Games	Tygh Valley	Lee	25
Lib. 451	Children's Literature	The Dalles	Heagy	39
Ed. 507	Planning, Programming, Budgeting System	The Dalles	Eidell	20
	Introduction to Library Procedures	Moro	Hudon	22
Ed. 508	Junior High School Curriculum	Hood River	Jones	
Ed. 480	Psychology of Reading	The Dalles	Heagy	40
Ed. 402-502	Communication Skills	The Dalles	Orton	17
Ed. 436	Production of A.V. Aids	The Dalles	Lee	17

APPENDIX I

FIELD TRIPS 1970

	Location
1. Good Samaritan Hospital	Portland, Oregon
2. U. S. National Bank	Portland, Oregon
3. Francis Ford, Inc.	Portland, Oregon
4. Bassist Fashion School	Portland, Oregon
5. Western Business University	Portland, Oregon
6. Port of Portland - Airline Tour	Portland, Oregon
7. YWCA	Portland, Oregon
8. YMCA	Portland, Oregon
9. Ron Tonkin Chevrolet	Portland, Oregon
10. The Oregonian	Portland, Oregon
11. Dwyer Lumber Company	Portland, Oregon
12. Freightliner Corporation	Portland, Oregon